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ONTARIO

Department of Education

Regulations, Examinations, and Courses of Study

FOR

PRIMARY SCHOOL SPECIALIST CERTIFICATES

PRINTED BY THE ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

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REGULATIONS, EXAMINATIONS AND COURSES OF STUDY

FOR

PRIMARY SCHOOL SPECIALIST CERTIFICATES

IMPORTANT NOTICE

Before an applicant who has not previously passed the physical examination, is admitted to the course she must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2.00 will be paid by the applicant, will be given at the Normal Schools a few days before or after the opening of the term. The applicant will be given due notice of the time and place at which she is to present herself for the medical examination.

Applicants who are found to suffer from a physical condition not sufficiently serious to prevent their present entry into the teaching profession, but which condition in the course of time is likely to become aggravated, shall be required to sign a document waiving their right to be considered for a pension in case of retirement because of disability.

In the event of the rejection of the applicant in consequence of the medical examination the Department of Education will refund (1) the medical examination fee of $2.00; (2) the actual cost of transportation both ways between the Normal School and the applicant's home; (3) a sum for board and lodging equal to 70c. a day from the date of the opening of the Normal School until the date on which the applicant was notified of her exclusion by the Principal of the Normal School.

REGULATIONS AND EXAMINATIONS FOR PRIMARY SCHOOL SPECIALIST CERTIFICATES

1. The course for Interim Primary School Specialist certificates will be given each year at the Normal School at Toronto should the number of applicants for this course justify its establishment.

CONDITIONS OF ADMISSION

2. For admission to the Interim Primary School Specialist course the applicant shall submit with her application,

(1) *One* of the following:—

(*a*) An Interim or Permanent First Class certificate.

(*b*) A certificate that she holds from a British University a degree approved by the Minister as to standard and content of the courses.

(2) A certificate from a competent authority that she is able to read music, to sing, and to play at sight on the piano, the said certificate to be subject to the approval of the Instructor in Music at the Normal School when the candidate presents herself at the school.

3. Application for admission, accompanied by the documents prescribed above, shall be made to the Deputy Minister not later than August 25th on a form to be supplied by him. On receipt thereof the Deputy Minister will send the applicant a card of admission to the course. Without this card she will not be admitted.

Sessions, Terms and Vacations

4. The sessions, terms and vacations of the Interim Primary School Specialist course shall be those set forth in Section 5 of the Regulations of the Normal Schools of Ontario.

Duties of the Staff

5. The duties of the staff shall be those set forth in Section 6 of the Regulations of the Normal Schools of Ontario.

Duties of Teachers-in-Training

6. The duties of teachers-in-training shall be those set forth in Section 7 of the Regulations of the Normal Schools of Ontario.

Library, Religious Instruction and Literary Society

7. Teachers-in-training shall participate in the library facilities afforded by the Normal School, shall be members of and shall take part in the meetings of the literary society of the Normal School, and shall attend the periods of religious instruction provided by the Normal School.

Programme of Studies

8. The courses of study for the Interim Primary School Specialist certificate shall consist of the following as defined herein:—

Group I.

Principles of Primary Education; Organization and Management; Manual Activities; Methodology of Kindergarten Groups; Methodology of Grades I and II.

Group II.

Directed Observation and Practice teaching in the Grade and Kindergarten classes of the Primary School.

Group III.

Library Methods; Religious Instruction; A.R.P. Instruction; and the work of the Literary Society.

9. The class periods shall be distributed among the various courses for the Interim Primary School Specialist certificate, exclusive of observation and practice teaching, approximately as follows:

Principles of Primary Education, 100; Organization and Management, 50; Manual Activities, 100; Methodology of Kindergarten Groups, 80; Methodology of Grades I and II, 80; Library, 10; Religious Instruction, 30; A.R.P., 30.

Directed Observation and Practice Teaching

10. (1) In order that the teachers-in-training may begin early the work of directed observation and practice teaching an introductory course shall be taken up as follows:

(*a*) As soon as the initial organization of the school is completed one lesson a day to a total of ten lessons shall be devoted to the study of lesson planning by the Master who has charge of the Principles of Primary Education in consultation with the Staff-in-Council. The elementary, one-period lesson unit only will be examined at this time, the study of more complex and more continuous types of teaching being reserved until the teachers-in-training shall have gained some background of experience. During the same time other Masters and Instructors shall devote from three to five periods to illustrating by reference to various lesson topics the application in the Primary School of the scheme of lesson planning agreed upon by the Staff-in-Council. The aspects of lesson planning set forth in Section 1 of the Course of Study in Principles of Primary Education will be stressed at this time.

(*b*) Beginning some time during the second week and continuing for about two weeks a series of from eight to ten demonstration lessons illustrating the application of the elementary one-period lesson plan to the teaching of various aspects of the work of the Primary School shall be given in the grade and kindergarten classes of the Primary School by the Practice School Teachers and by the Normal School Masters and Instructors. Directed observation reports on each of these demonstration lessons shall be made by the teachers-in-training and later discussed in class with the Normal School Master or Instructor who is concerned with that department of the work and with the Normal School Master who has charge of the Principles of Primary Education.

(*c*) Later in the term the Master in charge of the Principles of Primary Education will take up the study of more complex and more continuous forms

of lesson planning in connection with directed observation reports and demonstration lessons conducted by the Practice School Teachers and by the Normal School Masters and Instructors.

(2) (*a*) Commencing with the fourth week teachers-in-training shall be divided into suitable groups and the work of practice teaching shall be taken up systematically according to a time-table arranged by the Principal. The practice teaching of each teacher-in-training shall be arranged to cover as many phases as possible of the work of the Kindergarten and Grades I and II.

(*b*) The first five practice teaching lessons taught by each teacher-in-training shall be prepared in consultation with a Normal School Master or Instructor or a Practice School Teacher. Every care shall be taken to ensure the reasonable success of these initial efforts in order that the teachers-in-training may develop confidence. Thereafter the extent of assistance is to be decidedly but not abruptly diminished.

(*c*) Unless otherwise provided each teacher-in-training after practice teaching has begun shall teach each week one practice teaching lesson under the supervision of a Practice School Teacher to a total of not fewer than twenty practice teaching lessons.

(*d*) While one of their number is engaged in practice teaching the remaining members of the group who are not otherwise directed shall make discussion notes on the practice teaching lesson. At the close of school the practice teaching of the day shall be discussed by the Practice School Teacher, the group of teachers-in-training and the Normal School Master (when present) with reference to the application of the principles of method and of management.

(*e*) The valuation of the lesson shall be determined by the Practice School Teacher or by the Master in conference with the Practice School Teacher. The teacher-in-training shall be given no information as to the marks assigned the lesson. The maximum mark assigned to each practice teaching lesson shall be 100.

(*f*) As far as possible the practice teaching of each teacher-in-training shall be seen and valued by at least two members of the Normal School Staff. The practice teaching of each teacher-in-training whose progress is considered unsatisfactory shall be seen and valued by the Principal of the Normal School.

3. (*a*) The Principal shall arrange with the local Board and the local City Superintendent or the local City Inspectors, as the case may be, to make provision during the first term for one week of continuous observation and practice teaching in a Kindergarten and for one week of continuous observation and practice teaching in a Grade I class and during the second term for one week of continuous observation and practice teaching in a Kindergarten and for one week of continuous observation and practice teaching in a Grade II class under charge of teachers who are capable of affording guidance.

(*b*) He shall also arrange with the Board and Inspectors of the city or town most convenient for each teacher-in-training to make provision for continuous observation and practice teaching for one week in a Kindergarten and for one week in a Grade I class during the two weeks following the Christmas vacation and for continuous observation and practice teaching for one week in a Kindergarten and for one week in a Grade II class during the two weeks following Easter vacation, under charge of teachers who are capable of affording guidance.

(*c*) Expenses incurred by teachers-in-training during the eight weeks of continuous observation and practice teaching will not be borne by the De-

partment. Care is to be exercised, however, that minimum expenditures on the part of teachers-in-training are involved.

(*d*) During this period each teacher-in-training shall undertake such duties as opening and closing school, marking the register, checking class exercises, supervising seat-work and playground activities. She shall teach at least two lessons on the second day, four on the third day and take full charge of the school under supervision of the teacher during the remainder of each week.

(4) A record of the valuations assigned all practice teaching lessons of each teacher-in-training shall be made on a graph sheet furnished by the Department as well as in the record book of the Normal School. Marks assigned by accredited practice school teachers and marks assigned by Normal School Masters are to be severally designated. On a date to be specified near the close of the term the graph record sheets of the practice teaching of all teachers-in-training shall be furnished to the Department together with the sessional records of each Normal School.

(5) The purpose of the directed observation is (i) to provide factual data in a realistic study of the Principles of Primary Education, the Organization and Management, the Manual Activities and the several Methodologies, (ii) to acquaint teachers-in-training with the effective use of different methods of training as practiced by different teachers and as employed under different conditions, (iii) to afford exercise in applying the principles of education to the analysis and interpretation of teaching situations.

(*a*) In accordance with a plan drawn up by the Principal and the Staff-in-Council and which will apportion the work equitably throughout the session the Masters or Instructors in charge of the Principles of Primary Education, the Organization and Management, the Manual Activities and the several Methodologies shall each prepare a set or sets of directions for the guidance of teachers-in-training in pursuing the field investigations provided in 10: (1) (*b*), (2) (*d*), (3) (*a*), (3) (*b*) and (5) (*b*). A set may provide directions for a single demonstration lesson, an observation period, or for an extended range of observations.

(*b*) Commencing with the first week of practice teaching and continuing for each week thereafter provision shall be made on the time-table whereby each practice teaching group on a day preceding the day on which their practice teaching occurs shall observe in the school to which they are assigned.

(*c*) At the time of the first observation visit to a Practice School or to a school in which continuous observation and practice teaching are being conducted the teachers-in-training shall secure or make note of (i) the names of the pupils and where available the seating plan, (ii) the teacher's time-table, (iii) the place in the several divisions of the programme where the class is working, (iv) the procedure followed by the teacher in assembling and dismissing school; in conducting group and recitation periods; in assigning and supervising seatwork; in distributing lesson material; in controlling permissive movements such as going to toilet, getting a drink, sharpening pencils, making use of the library, working at projects, etc.

SESSIONAL RECORDS

11. (1) The Sessional Records shall consist of the records of the directed observations, the term examinations, the oral and written class tests and the practical work.

(2) The general attitude of the teacher-in-training toward the work, her adaptability to teaching and the probability of her future success as a teacher shall be taken into consideration in determining her sessional standing.

(3) A teacher-in-training who in any subject obtains 66 per cent. of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from the final examination in the subject.

FINAL STANDING

12. (1) The final examination papers in Group I will be prepared by the Department. The answer papers will be read in the Department by a committee selected from the Normal School Staffs.

(2) The maximum number of marks for each subject in Group I shall be 200, of which 100 marks shall be allowed for sessional records and 100 for the final examination.

(3) The maximum marks for Practice Teaching shall be 1,000.

13. (1) A teacher-in-training who holds the entrance requirements to the Primary School Specialist course and who at the final examinations obtains 60 per cent. of the marks in each subject of Group I and 60 per cent. of the marks in Practice Teaching may, on the recommendation of the staff, be granted an Interim Primary School Specialist certificate valid for four years.

(2) A teacher-in-training who holds the entrance requirements to the Primary School Specialist course and who fails in not more than two subjects in Group I, and who passes in Practice Teaching, may be exempted from further attendance and may complete her standing for an Interim Primary School Specialist certificate by rewriting together at one annual examination or separately at different annual examinations, the examination in the subject or subjects in which she failed, but no allowance shall be made for sessional records at such examinations.

(3) All other candidates who have failed to obtain the necessary final standing shall be required to repeat the course by attendance at a subsequent second term beginning after Christmas vacation.

(4) Candidates who for any cause are required to attend another session, in whole or in part, shall make application to the Deputy Minister for a card of admission.

(5) The pass standard for all candidates exempted from attendance is the same as that for teachers-in-training in attendance, but no allowance shall be made for sessional work.

14. (1) The holder of a Kindergarten Directors' certificate obtained under previous Regulations or the holder of an Interim or Permanent Kindergarten-Primary certificate may be granted an Interim Primary School Specialist certificate provided that she has attended for at least the second term of the Primary School Specialist course given at a Normal School, has obtained 60 per cent. of the marks in Practice Teaching and has passed the final examinations in the subjects of Group I.

(2) The holder of an Interim Primary School Specialist certificate may be granted a Permanent Primary School Specialist certificate after two years' successful teaching experience in a Primary School on the recommendation of the Inspector or Inspectors under whom the required teaching experience was obtained. The holder of both an Interim Primary School Specialist cer-

tificate and an Interim First Class certificate may be granted both a Permanent Primary School Specialist certificate and a Permanent First Class certificate after two years' successful teaching experience in a Primary School on the recommendation of the Inspector or Inspectors under whom the required teaching experience was obtained.

APPEALS

15. A candidate who has passed in Practice Teaching, but has failed at an examination for a Primary School Specialist certificate may have her case reconsidered if, within two weeks after the announcement of the results, her appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister, accompanied by a fee of $2.00 per paper. This fee will be returned to the candidate if the appeal is sustained.

16. The Regulations governing the Urban Practice Schools shall be those set forth in Section 22 of the Regulations of the Normal Schools of Ontario.

COURSES OF STUDY FOR INTERIM PRIMARY SCHOOL SPECIALIST CERTIFICATES

Principles of Primary Education

1. A short course in lesson planning based on an objective analytic study of observation and demonstration lessons and leading to the discovery of essential principles—motivation, immediate and continuous; equation of subject matter in quality and quantity with age interest and age ability; clarity and vividness in presentation; development by questioning; pupil participation and self activity; consolidation of new experiences.

2. *Levels of behaviour and learning:* Unplanned, trial-and-error behaviour, planned or intelligent behaviour; levels of planning, the recall of experience, the reconstruction of experience, the function of language; levels of execution, instinctive tendencies, emotional drives, the development of habits and skills, the development of volitional control and deliberation.

3. *Intelligence testing:* A study of the authorized test and of other tests; practice testing.

4. A study of characteristic developments at successive mental ages; manipulation, language, social adjustment, intellectual adjustment; reading, writing, drawing, and arithmetic readiness; volitional development at successive ages, discipline and the mechanics of control, self control and behaviour, self control and deliberative thinking.

5. *Feelings and emotions:* Attitudes; the process of conditioning, reconditioning.

6. *Educational health:* Conflicts among instinct-emotions, between ideals and reality; suppression; sublimation; complex-formation; integration: treatment of mental disturbances, over-introversion, over extroversion, perversion; treatment of special types—backward, accelerated, physically handicapped.

7. The history of the development of primary education (including kindergarten); contributions of Rousseau, Pestalozzi, Froebel, and Montessori.

Organization and Management

1. *Classroom management:* Assembly and dismissal; cloakroom supervision; treatment of late arrivals; treatment of absentees; permissive retirements and other activities; class control; direction of questions and reception of answers; treatment of misdemeanours; group recitations and group activities; personal appearance of teacher and pupils; classroom tidiness.

2. *General management:* Lavatory supervision; playground supervision; coming to and going from school; class excursions; class exhibitions; class concerts.

3. *Business management:* Engagement contracts; recourse on unjust dismissal; school days and holidays; school visitors.

4. *Records and reports:* Daily register; general register; S.A. 2 reports; grade-age reports; catalogue-library, equipment.

NOTE:—The master in charge of Organization and Management is advised to secure from the Department (1) specimen pages from the register (2) printed directions (3) specimen contracts (4) S. A. 2 report forms (5) Grade Age report forms, etc., to afford the teachers-in-training adequate practice in filling in the above reports.

5. *The time table:* Apportionment of time among various subjects; special occasions and conditions, class time-tables in graded schools; teacher's day books of work.

6. *School organization:* Grading of pupils; methods of classification; promotions; types of examination; the special pupil—handicapped, backward, accelerated, foreign.

7. *The first day in school.*

8. *The school plant:* Class room accommodation—size, lighting, heating, blackboards, cloak rooms, etc.; equipment; care of class room; care of equipment.

9. *Management of social relations:* Professional loyalty, personal dignity; securing the co-operation of pupils; relations with others in the school—principal, teachers, pupils, the inspector, the board; relations with parents—acquaintanceship, dealing with complaints; relations with the community—home and school club, boarding house, neighbourhood feuds, politics, religion; personal welfare—health, worry, professional progress.

Manual Activities

1. *Purpose:* To give teachers-in-training (1) knowledge and skill in the practice of the various activities (2) acquaintance with static and adaptive materials, accompanied by an understanding of their imitative and creative uses (3) experience in the technique of group work (4) appreciation of the progressive character of activities possible at ascending age levels.

2. *Building activities:* Blocks of all kinds, including the Froebelian gifts and modern building materials.

3. *Cutting and pasting:* Froebelian cutting, free cutting, illustrating, poster-making, designing; use of scissors, paste, paper-fasteners, coloured paper, cardboard, etc.

4. *Drawing and painting:* Illustrating, designing, poster work, murals, and decoration. Use of large crayons, coloured chalk, water colours, show-card paint, finger paint, and furniture paint.

5. *Modelling:* Preparation and use of plasticine, clay, papier mache, salt and flour, asbestos fibre, pulp, sawdust, wax, etc.

6. *Folding and paper construction:* Froebelian folding; sixteen square constructions; use of wrapping paper, construction paper, cardboard, and corrugated paper.

7. *Weaving:* Oilcloth mats, paper mats; use of raffia, cord, yarn, reed; cardboard, mesh, spool, and simple loom weaving.

8. *Sewing:* Paper and cardboard sewing; use of cotton and coarse meshed material; simple stitches; simple articles.

9. *Table and floor enterprises:* Sand table; plasticine tray; panoramas.

10. *Pegs, tiles, sticks, tablets, large and small beads, lentils, rings, balls, parquetry paper, etc.:* Uses in early development of elementary ideas; later use as constructive material.

11. *Wood work:* Strip wood construction; simple carving; project and correlative uses.

Methodology of Kindergarten Groups

1. *Songs, games and rhythmic exercises:* Selection of songs suitable in both music and words for young children; methods of teaching; development of appreciation for music; value of games in the education of young children, muscular controls, skills and habits, social adjustment, mental integration and purposefulness; selection of various types of games suited to the interests and needs of the growing child; methods of teaching and conducting; educational values of rhythmic response; methods of developing rhythmic response; the rhythmic band.

2. *Stories and language training:* Principles governing the selection and presentation of the best story material and poetry for children at successive age levels; analysis of stories; the technique of good story telling; speech training; the mechanics of speech production; exercises for the development of speech control; faulty speech—types, causes, remedial training; language training; specific, relative and abstract words; growth of vocabulary—comprehended, used; method of building up language—conversation, language games, picture stories, reproduction, dramatization, correction of faulty usage.

3. *Walks, observations, talks:* Simple activities and observations in natural and social science, health, and number. Purpose, to develop out-turned interests, to satisfy and stimulate mental awareness. Materials and equipment; methods of conducting investigations and of organizing and consolidating new experiences.

Methodology of Grades I and II

In this part of the course the correlation and interdependence of the Kindergarten and the Grades of the Primary School are demonstrated and discussed. The purpose is to prepare the teacher-in-training to continue the spirit and essential methods of the Kindergarten in the more academic work of the primary grades.

The course will comprise methodology in Speech, Reading, Literature, Composition, Spelling, Mathematics, Social Studies, Natural Science, Art, Writing, Music, Manual Training, Health, Physical Training. The course has been outlined in greater detail in Circular 23, "Regulations of the Normal Schools" under the heading "Primary School Stage" in each of the several Courses of Study.

Books of Reference:

Amoss: Rhythmic Arithmetic in the Primary School; Ontario School Ability Examination; Play Story Geography. (Ryerson).
Amoss and Stogdill: Canadian Intelligence Examination. (Ryerson).
Amoss and De Laporte: Training Handicapped Children. (Ryerson).
Blatz and Bott: The Management of Young Children. (Morrow).
Blatz, Millichamp and Fletcher: Nursery Education. (Morrow).
Board of Education, London, England: Report of Consultative Committee on Infant and Nursery Schools. (Dawson).
Brown and Butterfield: The Teaching of Language in Primary Grades. (Macmillan).
Bryant: How to Tell Stories to Children. (Houghton Mifflin).
Cather: Educating by Story Telling. (World Book Co.).
Conard and Stothers: How to Teach Print Writing. (Gage).

Curry-Clippenger: Children's Literature. (Rand McNally).
Dickie: The Enterprise in Theory and Practice. (Gage).
Forest: The School for the Child From Two to Eight. (Ginn).
Foster-Headley: Education in the Kindergarten. (American Book Co.).
Foster and Mattson: Nursery School Education. (Appleton).
Gates: New Method in Primary Reading. (Teachers' College, Columbia University).
Gates: The Improvement of Reading. (Macmillan).
Gessell: The Mental Growth of the Pre-school Child. (Macmillan).
Harrison: Reading Readiness. (Revised) (Houghton Mifflin).
Heywood: The Child, Learning and Living. (Longmans).
Hill: The Singing Period, Books 1, 2, 3, 4, 5, 6. (Waterloo).
Horne: The Art Class in Action. (Longmans Green).
Hubbs: Seasonal Activities for Primary Grades. (Ryerson).
Hughes and Hughes: Learning and Teaching. (Longmans Green).
Inskeep: Child Adjustment in Relation to Growth and Development. (Appleton).
Johnston: Children in the Nursery School. (John Day).
Lee: Play in Education. (Macmillan).
Lincoln and Workman: Testing and the Uses of Test Results. (Macmillan).
Luke: The Teaching of Reading by the Sentence Method. (Methuen).
McClintock: Literature in the Elementary School. (University of Chicago).
Morgan: The Montessori System Examined. (Ontario Department of Education).
Morgan: The Psychology of the Unadjusted School Child. (Macmillan).
Patterson: Teaching the Child to Read. (Doubleday Doran).
Pressey: Psychology and the New Education. (Harper).
Programme of Studies, Grades I to VI: (Ontario Department of Education).
Quance: The Canadian Speller, Book I. (Gage).
Rusk: A History of Infant Education. (University of London Press).
Russell: The Child and His Pencil. (Allen & Unwin).
Stone: Silent and Oral Reading. (Houghton Mifflin).
Storey: The Way of Good Speech. (Nelson).
Storm and Smith: Reading Activities in the Primary Grades. (Ginn).
Stricker: Projects Through Crafts. (Ryerson Press).
Symonds: Mental Hygiene of the School Child. (Macmillan).
Thom: Everyday Problems of the Everyday Child. (Appleton).
Updegraff et al: Practice in Preschool Education. (McGraw-Hill).
Wagener: Development of Learning in Young Children. (McGraw-Hill).
Waterloo Rhythm Band Method. (Waterloo Music Co.).
Wellock: A Modern Infant School. (University of London).
Wicking: Education Through Manual Activities. (Ginn).